



**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2022**  
**Phase Upper Key Stage 2 Year Group 6**



	<b>Week 1</b> Wk Beg 31.10	<b>Week 2</b> Wk Beg 7.11	<b>Week 3</b> Wk Beg 14.11	<b>Week 4</b> Wk Beg 21.11	<b>Week 5</b> Wk Beg 28.11	<b>Week 6</b> Wk Beg 05.12	<b>Week 7</b> Wk Beg 12.12	<b>Week 8</b> Wk Beg 19.12
<b>Big Question</b>	Where in the world? From the depths of the Sahara Desert to the rivers of the Amazon							
<b>Weekly Questions</b>	Where in the world are the deserts? Are all deserts hot?	How has the Sahara changed over time? How is Global Warming impacting our rivers and deserts?	Where in the world do you find the largest rivers?	What dangers does the Amazon and the Sahara pose for people living there?	What animals would you find in the Sahara or the Amazon river?	How important is the Amazon river to the Amazon rainforest?	How can we survive the elements of the Desert?	How can we survive the elements of the Rainforest?
<b>Key Concepts</b>	Climate/Biodiversity/Change/Environment/Culture/Civilisations							
<b>Book Studies</b>	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 	Running Wild by Michael Morpurgo 
<b>Children steering learning...</b>	Why are some deserts hot? What makes a piece of land a desert?	Does global warming effect deserts? Has the biggest desert always been the biggest?	What is the biggest river in the world? How many countries does the biggest river go through?	Is it dangerous to live in a desert? How would you cope in a desert with the intense heat?	Are there any similarities between the animals living in the Amazon and in the Sahara?	Is the Amazon river the main feature in the rainforest? Who uses the Amazon river?	Is the weather the same throughout the year? How can we survive at different times of the year in the desert?	Would it be difficult to live in the Amazon, would the weather effect day to day life./
<b>English Reading -Word reading -Comprehension</b>	Whole Class Text - Running Wild Develop fluency when reading aloud Increase skimming and scanning skills	Whole Class Text - Running Wild Develop fluency when reading aloud Use PEE or PETER to structure	Whole Class Text - Running Wild Develop fluency when reading aloud Use PEE or PETER to structure	Whole Class Text - Running Wild Develop fluency when reading aloud. Use evidence to summarise themes	Whole Class Text - Running Wild Develop fluency when reading aloud Develop skim and scanning skills to	Whole Class Text - Running Wild Develop fluency when reading aloud Use PEE or PETER to structure	Whole Class Text - Running Wild Compare themes across the text and use evidence to support this through	Christmas Adverts Identify and empathise with characters

<p><b>Writing</b>  <b>-Transcription</b>  <b>-Composition</b>  <b>-Vocabulary, Grammar and Punctuation</b></p>	<p>and practise accurate retrieval skills.</p> <p><b>Descriptive Writing</b></p> <p><b>Phase 1 - Understanding as a Reader</b>  Use PEE and PETERS to comment on the effect of language choices.</p> <p><b>Phase 2 - Understanding as a Writer</b>  Generate key vocabulary and similes and metaphors  Explore the use of personification</p>	<p>Inferences and respond to a text</p> <p><b>Descriptive Writing</b></p> <p><b>Phase 3 - Planning, writing and editing</b>  Write descriptions using figurative language for the Sahara Desert AND the Amazon rainforest</p> <p><b>Survival Guide</b></p> <p><b>Phase 1 - Understand and as Reader</b>  Retrieve key facts about surviving the elements</p>	<p>Inferences and respond to a text</p> <p><b>Travel and Persuasive Writing</b></p> <p><b>Phase 1 - Understanding as a Reader</b>  Retrieve key information</p> <p>Write in the role of a visitor following short immersive film clips</p>	<p>and make comparisons across a text.</p> <p><b>Travel and Persuasive Writing</b></p> <p><b>Phase 2 - Understanding as a writer</b>  Explore key terminology  Practise and generate examples of persuasive structures - rhetorical questions, condition sentences,</p> <p><b>Phase 2 - Planning, writing and editing</b>  Research key activities and features of the Sahara and Amazon for visitors.</p> <p>Write persuasive Travel Blogs for visiting the Sahara and Visiting the Amazon Rainforest.</p>	<p>justify retrieval skills</p> <p><b>Writing Non-Chronological Reports</b></p> <p><b>Phase 1 - Understanding as Reader</b>  Retrieve key information</p> <p><b>Phase 2 - Understanding as a Writing</b>  Explore features  Comment on purpose  Explore key terminology</p>	<p>Inferences and respond to a text</p> <p><b>Writing Non-Chronological Reports</b></p> <p><b>Phase 2- Understanding as a Writing</b>  Practise grammatical and sentence structures</p> <p><b>Phase 3 - Planning, writing and editing</b>  Write reports of The Amazon Rainforest or the Sahara Desert, looking at climate, vegetation, habitats etc.</p>	<p>PEE and PETER structures</p> <p><b>Survival Guide</b></p> <p><b>Hook</b> - Children to imagine they are stranded in the desert or rainforest - what would they bring with them and why?</p> <p><b>Phase 1 - Understanding as a reader</b>  Read and respond to model example and retrieve key information</p> <p><b>phase 2 - Understanding as a Writer</b>  Explore features  Comment on purpose  Explore key terminology</p>	<p>Respond to forms of media through the use of VIPERS. Use evidence to predict and infer</p> <p><b>Survival Guide</b></p> <p><b>Phase 3 - Planning, writing and editing</b>  Children to plan and writer their "How to guide".</p>
<p><b>Oracy</b>  <b>-Social and Emotional</b>  <b>-Linguistic</b>  <b>-Cognitive</b>  <b>-Physical</b></p>		<p><b>Move discussion forward in different roles by questioning and challenging peer's ideas.</b>  Concept Mapping - Group discussions through oracy role cards to record learning across subject disciplines.</p>	<p><b>Express and justify complex ideas and opinions.</b>  Debate - would you rather visit the Amazon or the Sahara?</p> <p>Split into team to decide on focus and generate arguments.</p>	<p><b>Move discussion forward in different roles by questioning and challenging peer's ideas.</b>  Concept Mapping - Group discussions through oracy role cards to record learning across subject disciplines</p>	<p><b>Organise the structure and content of talking to be concise.</b>  Debate - would you rather visit the Amazon or the Sahara?</p> <p>Host debate, presenting arguments in teams</p>	<p><b>Move discussion forward in different roles by questioning and challenging peer's ideas.</b>  Concept Mapping - Group discussions through oracy role cards to record learning across subject disciplines.</p>	<p><b>Express and justify complex ideas and opinions.</b>  In PSHE, debate the ways in which difference within a community can cause conflict.</p>	

<p><b>Mathematics</b>  <b>Number</b>  -Number and Place Value  -Addition and Subtraction  -Multiplication and Division  -Fractions</p> <p><b>Measurement</b>  -Geometry  Properties of shapes  -Geometry  Position and Direction</p>	<p>Factors, prime numbers, square and cubed numbers</p>	<p>Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals</p>	<p>Formal and Mental methods Division moving onto 4 digits by 2 digits, including remainders and recording remainders as decimals</p>	<p>BODMAS and order of operations</p> <p>Measure - converting units of measure (weight, capacity and volume)</p>	<p>Fractions - simplifying, comparing and exploring equivalence</p>	<p>Fractions - using methods of addition and subtraction</p>	<p>Fractions - multiplication and division</p>	<p>Fractions - problem solving with all four operations</p>
<p><b>Science</b>  -Working Scientifically to observe, connect, respond  -Biology  -Chemistry  -Physics</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral &amp; written forms such as displays &amp; other presentation.</p> <p><u>Assessment Indicator</u>  <u>Evidence Theo-Work collaborating to replicate Darwin's investigation into the Galapagos Island Finches.</u></p>	<p>Know the function of the heart, blood vessels and blood.</p> <p><u>Assessment Indicator</u>  <u>Complete the pre learning knowledge and questions agency grid</u></p> <p>Label the chambers, vessels and valves of the heart and identify how blood is pumped around the body</p>	<p>Know the function of the heart, blood vessels and blood.</p> <p>Explored blood composition and function - observational drawings of blood cells and label key functions to the body</p>	<p>Know the ways in which nutrients and water are transported in animals, including humans.</p> <p>Explore how nutrients move through the body and their functions</p>	<p>Identify and name the main parts of the human circulatory system.</p> <p>Label the circulatory system</p>	<p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>Explore what makes healthy body - focusing on diet and lifestyle</p>	<p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p><u>Assessment Indicator - Plan and carry out an experiment into how exercise impacts the body, making recordings and conclusions</u></p>	<p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>Explore what makes healthy body - focusing on drugs and alcohol and how these can have a negative impact</p>
<p><b>Personal, Social, Health and Economic Education</b>  -Relationships</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand what the term normal means and how</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Emphasise with people who are different</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Understand how being different can affect people's lives</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain some of the ways in which one</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Recognise some of the reasons why</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>To give examples of people with disabilities who lead</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain ways in which difference can</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>Explain ways in which difference can be a</p>

<p><b>-Health and Well-Being</b> <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>people perceive this term in different ways.</p>	<p>understanding emotions associated with this.</p>	<p>and recognising their attitudes towards people who are different.</p>	<p>person or a group can have power over another and know how it can feel to be excluded or reacted badly by being different in some way.</p>	<p>people use bullying behaviours.</p> <p>To explain a range of strategies for managing feelings in bullying situations and for problem-solving.</p>	<p>amazing lives appreciate people for who they are.</p>	<p>be a source of conflict.</p>	<p>source celebration show empathy with people in either situation.</p> <p><u>Assessment indicator</u></p> <p><u>Explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</u></p> <p><u>Express own attitudes towards people who are different and empathise with their circumstances.</u></p>
<p><b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> Outdoor - Lesson 1 To apply rules honestly and fairly to a game situation.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 1 To be able to develop the straddle, forward and backward roll.</p> <p>Outdoor - Lesson 2 To develop throwing at a moving target.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 2 To develop counter balance and counter tension.</p> <p>Outdoor - Lesson 3 To use timing, balance and agility to avoid being hit.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 3 To be able to perform inverted movements with control.</p> <p>Outdoor - Lesson 4 To develop catching under pressure to get an opponent out.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 4 To be able to perform the progressions of a headstand and a cartwheel.</p> <p>Outdoor - Lesson 5 To select and apply tactics in the game.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 5 To be able to use flight from hands to travel over apparatus.</p> <p>Outdoor - Lesson 6 To select and apply tactics in the game.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 6 To be able to create a group sequence using formations and apparatus.</p> <p>Outdoor - Lesson 7 To develop officiating skills and referee a dodgeball game.</p>	<p><b>Get Set 4 PE SOW</b> Indoor - Lesson 7 <u>Assessment Indicator</u> <u>Perform and evaluate own and peer group sequences looking at: unison, cannon, levels, direction, formation and expression</u></p>
<p><b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b></p>								
<p><b>Geography</b> <b>-Locational and Place Knowledge</b> <b>-Field Work</b> <b>-Using Globes, Maps and Plans</b></p>	<p>Use atlases, maps and globes to name and locate the world's countries, focusing on South America, concentrating on</p>	<p>Use atlases, maps and globes to name and locate the world's countries, focusing on South America, concentrating on</p>	<p>Describe processes that give rise to key physical &amp; human geographical features of the world, how these are interdependent</p>	<p>Describe processes that give rise to key physical &amp; human geographical features of the world, how these are interdependent</p>	<p>Understand geographical similarities and differences through study of human/ physical geography of a region of the</p>	<p>Understand geographical similarities and differences through study of human/ physical geography of a region of the</p>	<p>Describe and understand key aspects of physical and human geography, including: types of settlement and land</p>	

	<p>their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Children to locate and label deserts across the world, identifying climate overview and comparing 2 of the world's well-known deserts (Sahara and Nevada).</p>	<p>their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Children to locate and label rivers across the world, identifying the climate overview.</p>	<p>and how they bring about spatial variation/change over time.</p> <p>Children to explore the features of a river.</p> <p>Children to explore erosion and deposition of rivers</p>	<p>and how they bring about spatial variation/change over time.</p> <p>Children to explore how landscape of the Amazon in South American has been impacted by Global Warming over the years</p>	<p>UK (local geographical region in depth): identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p> <p>Children to follow the journey of the world's most well-known rivers to compare how landscapes change over distance.</p>	<p>UK (local geographical region in depth): identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p> <p>Children to explore the importance and use of rivers in communities - focusing on tribes in South America</p>	<p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of South America.</p> <p>Children to compare physical and human geographical features of South America and their local area</p>	
<p><b>History</b></p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>	<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p> <p>Explore a timeline of world discoveries for deserts and rivers across the world.</p>	<p>Identify the effectiveness of sources as evidence.</p> <p>Explore the work Francisco de Orellana - the first explorer of the Amazon river and use sources to determine historical accuracy.</p>	<p>Understand why others might choose alternative achievements as most impressive.</p> <p>Exploring explorers and their significance looking at whose work was deemed most impressive.</p>	<p>Compare independently how typical similarities, differences and changes within and across periods of national history.</p> <p>Explore the role of rivers in the evolution of industry and transport.</p>	<p>Can see that some changes lead to others.</p> <p>Use Arial maps to compare the Amazon over the past 50 years looking at industrialisation and deforestation.</p>	<p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p> <p>Explore the culture of those living in the Amazon and how it has changed over time, comparing to that of us.</p>	<p>Discuss connections, contrasts and trends over time.</p> <p>Recognise how the Amazon has developed overtime and the path it follows. Have historical images from the past show its development?</p>	<p><u>Assessment indicator- Consider the worthiness of a source e.g. This does not fit in with what I know, therefore...This evidence must be handled carefully. Who produced it? Why? Who was the audience?</u></p>
<p><b>Religious Education, Beliefs and Values</b></p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Think about commitments that they make in their lives and the commitments</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Retell the life story of Prophet Muhammad (pbuh). Show sensitivity toward Muslims</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Understand the life and significance of the Prophet Muhammad for the Muslim community /</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Think about 4 different ways in which the Muslim Ummah supports</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>To debate and give reasons for decisions about a religious issue: what matters most in the</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Identify some of the values that Gandhi showed in his life</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Describe what 'sewa' means and what some acts of sewa may be.</p>	<p>LIVING</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Explore the significance of the Last Supper Consider the idea that Jesus came to</p>

	<p>religious people make.</p> <p><b>What are the impacts of religious commitments on life?</b></p>	<p>beliefs about the drawing of non-figurative images.</p> <p>How is the practice of Islam in Britain today, including local practice, following the example and teaching of the Prophet Muhammad,</p>	<p>Ummah in Britain today.</p> <p>How do Muslims celebrate the life of the Prophet Muhammad?</p>	<p>Muslim people all over the world.</p> <p>What is the impact of these?</p>	<p>worldwide Muslim community?</p> <p>How can we link this to our community?</p>	<p>Make links between Gandhi's beliefs and the way he chose to live his life</p> <p>How does the impact of some of Gandhi's principles be used to address contemporary situations?</p>	<p>Investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism.</p> <p>How are sewa and ahimsa linked?</p>	<p>show humanity God's grace, or generosity, and lived like a servant, not as a ruler or king.</p> <p>What are the links between the last supper and holy communion?</p> <p><u>Assessment indicator</u> <u>Explain similarities and differences between big ideas for Christian, Hindu and Muslim people;</u> <u>Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for themselves.</u></p>
<p><b>Modern Foreign Languages- French</b></p> <p><b>-Listening</b></p> <p><b>-Speaking</b></p> <p><b>-Reading</b></p> <p><b>-Writing</b></p> <p><b>-Intercultural Understanding</b></p>	<p><b>Catherine Cheater SOW</b></p> <p>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme. Know and identify days and months, numbers up to 100, wider range of nouns. Develop skill in recognising phonemes and graphemes.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme. Know and identify days and months, numbers up to 100, wider range of nouns. Develop skill in recognising phonemes numbers up to 100, dates and months of the year.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Know, understand and respond to a range of familiar spoken words and short phrases. Revise questions with focus on pronunciation. What questions can the children remember? Can they answer these questions?</p>	<p><b>Catherine Cheater SOW</b></p> <p>Use knowledge of grammar correctly. Revise questions with focus on spelling. What questions can the children remember? Can they answer these questions?</p>	<p><b>Catherine Cheater SOW</b></p> <p>Show understanding of known verbs and adverbs.</p> <p>Know and identify known adjectives in feminine and masculine form. Use a dictionary to consolidate understanding of masculine and feminine form.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Show understanding of known verbs and adverbs.</p> <p>Know and identify known adjectives in feminine and masculine form. Assessment indicator Use vocabulary (masculine and feminine forms) to write a short conversation between friends.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Consolidate knowledge of the half term focusing on speaking and listening.</p>	

<p><b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise</p>		<p>Artist Study - Stephanie Peters</p> <p>Know and understand why art can be portrayed as abstract and what message the artist is trying conveying. To explore and evaluate Stephanie Peter's abstract art and the message it portrays.</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a range of pencils, charcoal, or pastels when creating a piece of observational art. To replicate artists work using a chosen method of medium</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a variety of techniques to create form and texture. To experiment with a range of paint strokes and blotting to create texture</p>	<p>Artist Study - Stephanie Peters</p> <p>Make adaptations to work. To plan and make adaptations for an abstract representation.</p>	<p>Artist Study - Stephanie Peters</p> <p>Use a variety of techniques to create form and texture. <u>Assessment Indicator</u> To use a range of techniques and mediums to create an abstract representation.</p>	<p>Artist Study - Stephanie Peters</p> <p>Know and explain why and how different tools and techniques have been used. To evaluate and appraise our work and identify our next steps.</p>	
<p><b>Design and Technology</b> -Design -Make -Evaluate -Food Technology</p>			<p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/graphs/chart s such as star diagrams. Children use first hand and secondary sources to carry out relevant research into existing festive biscuits and cakes, including personal/cultural preferences, ensuring meeting dietary needs and the availability of locally sourced/seasonal/or ganic ingredients.</p>	<p>Design Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project.</p>	<p>Design Use words, annotated sketches and information technology as appropriate to develop and communicate ideas. Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.  Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product.</p>	<p>Make Write a step-by-step recipe, including a list of ingredients, equipment and utensils Children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge,</p>	<p>Make Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.  Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. · Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.</p>	<p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>
<p><b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation</p>	<p>Charanga Model Music Scheme</p> <p>My best friend part 1</p>	<p>Charanga Model Music Scheme</p> <p>My best friend part 2</p>	<p>Charanga Model Music Scheme</p> <p>Singing swing star part 1</p>	<p>Charanga Model Music Scheme</p> <p>Singing swing start part 2</p>	<p>Charanga Model Music Scheme</p> <p>Roll Alabama</p>	<p>Charanga Model Music Scheme</p> <p>Roll Alabama</p>	<p>Charanga Model Music Scheme</p> <p><u>Assessment Indicator</u></p>	

<b>-Composition</b>	Learn to sing the song as an ensemble and choir  Play and perform an instrumental as part of the song	Learn to sing the song as an ensemble and choir  Play and perform an instrumental as part of the song  Share a take responsibility for performing.	Learn to sing the song as an ensemble and choir  Play and perform an instrumental as part of the song	Learn to sing the song as an ensemble and choir  Play and perform an instrumental as part of the song  Share a take responsibility for performing.	Learn to sing the song as an ensemble and choir  Play and perform an instrumental as part of the song	Learn to sing the song as an ensemble and choir.  Play and perform an instrumental as part of the song.  Share a take responsibility for performing.	<u>Share a take responsibility for performing as a class and in groups to record a final presentation</u>	
<b>Enhancements Visits and Visitors</b>						8/12/22 - Story Trail at St Cuthbert's Church		
<b>Parental Engagement</b>	Parents Consultation Meetings - 02/11/22						UKS2 Christmas assembly 12.12.22 at 9:30am or 13.12.22 at 2:30pm.	
<b>Whole School and National Events</b>		WC 7/11/22 - Remembrance Day	WC 14/11/22 -It's cool to be kind and Children in Need 18/11/22			7/12/22 Christmas Fair 8/12/22 - Christmas Jumper Day Stockport World Climate Summit proposals - deadline 9/11/22	WC 14/12/22 - Hanukkah and World Cup Final	21/12/22- Christmas party day

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.